TEA — Texas Education Agency

NOGA ID		Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, Title I, Part A, §112(c)

Grant period: From **07/01/2021** to **08/31/2022**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Focus Area Selection

☒ Focus Area 1

☐ Focus Area 2

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): N/A

1. Applicant Information

Name of organization: Region 10 ESC

Campus name: | CDN 057950 | Vendor ID 1751249185 | ESC 10 | DUNS 074875592

Address: 400 E. Spring Valley | City: Richardson | ZIP: 75081 | Phone: 972-348-1700

Primary Contact: Ligia Curtis | Email: ligia.curtis@region10.org | Phone: 972-348-1370

Secondary Contact: Chris Grey | Email: chris.grey@region10.org | Phone: 972-348-1522

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-Specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name: Gordon Taylor | Title: Exec. Director | Email: gordon.taylor@region10.org

Phone: 972-348-1401 | Signature: *Gordon D Taylor* | Date: Apr 23, 2021

Grant Writer Name: Renda Songer | Signature: *Renda Songer* | Date: 4/25/21

● Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Area Labor Market Data demonstrates that by 2025 - the number of jobs for electrical engineers in the regional labor market area will grow by almost 14.3% with a median hourly wage of $56.30. NEED: Implement a training program to meet this need	In collaboration with IHE partners, industry partners such as Texas Instruments, Intex, Walker Engineering, Saber Power, IEC, and more, ESC 10, LEAs, and IHEs commence planning the WIRED Engineering program to train and develop Associate degree and level I or II certificate, electrical engineers through an innovative and comprehensive high school dual credit program.
Amongst 2019 R10 Graduates only 0.5% of Region 10 students graduated with a level I or II certificate, and only 36.6% of students graduated college, career, or military ready. (TAPR) NEED: Increase CCMR grad 50%	Plan the WIRED Electrical Engineering POS to include multiple entry and exit points that will allow students to graduate college, career or military ready with stacked credentials that prepare them to enter the workforce or transfer into a 4 year post-secondary institution.
The 2019-20 TAPR for Region 10 shares that only 7.2% of Region 10 graduates earned an industry based certification, well below the state average of 10.2%. NEED: Increase number of industry based certifications obtained by minimum of 25% over 4 years.	Planning the WIRED Engineering program in R10 school districts to increase opportunities for students to earn industry based certifications that prepare them to enter the workforce in a high need, livable wage career upon graduation.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Working to Implement Regional Electrical Pathways in DFW (WIRED) Network will convene 6 Region 10 LEA's including Forney, Duncanville, DeSoto, Dallas, Cedar Hill and Duncanville ISD to plan the WIRED Engineering Program of Study for enrollment for the Fall of 2022. The WIRED Network will add cohorts including a minimum of 25 students per LEA annually; estimated 150 students per cohort; 100% students who enroll in the WIRED program will meet college TSIA college readiness standards no later than the end of the 1st year in the program; ESC 10 will expand the TXWIRED Repository to include Electrical Engineering for teacher/student tools over the course of the next year to reach a minimum of 200 educators and a minimum of 2000 additional students.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. No later than September 1, 2021, all WIRED Network stakeholders will commence to begin the planning process for the Electrical Engineering POS. 2. Intermediaries, will collaborate with all stakeholders to schedule monthly steering committee meetings. 3. LEAs have identified the feeder middle school campuses, and middle school campuses within their district with enrollment that includes targeted populations of students (traditionally underserved students including ELL, economically disadvantaged, and at-risk). Each of these campuses will be provided with the Xello Career Readiness program. Xello builds self-knowledge, personalized plans, and critical life skills. This program will be one tool provided through the award of this grant to assist campuses in building awareness of the opportunities provided through the WIRED program.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1.Intermediary will schedule bi-monthly meetings of all stakeholders to provide updates and information pertaining to measurable progress toward meeting the process and implementation goals defined for the grant. Meetings will be posted on bit.ly/TXWIRED. 2. All LEA and IHE WIRED teachers and teachers at middle school campuses will be provided with login access to bit.ly/TXWIRED. Intermediary will continue to expand the resources available on the website. 3. Potential WIRED engineering students will begin soft skills training and build their portfolio through CareerPrepped.com, furnished by Region 10 ESC in collaboration with the Association for Career & Technical Education (ACTE) 4. Program expansion and marketing efforts will be in place by the end of the 2nd quarter expanding access to TXWIRED.org website to additional ESC 10 STEM teachers. 5. Intermediary will plan an informational session for any LEA interested in joining the WIRED program.

Third-Quarter Benchmark

By the conclusion of the third-quarter of the grant: 1. Students will be selected for enrollment and take the TSIA test. 2. Students unable to meet TSIA criteria will enroll in EdReady tutorials. All students in the first co-hort will apply for admission with 3. In collaboration with all stakeholders, intermediary will plan for and offer options to LEA's for work-based learning experiences for students. 4. In collaboration with all stakeholders, LEA's will plan for a summer bridge program for students in the 1st and 2nd cohort. This program will span a minimum of 4 days with a focus on WBL experiences for electrical engineering with Industry Partner, Texas Instruments, and student support around meeting TSIA criteria. 5. Add Texas Instruments Electrical Engineering Ed Tech and TRANSFR VR tools to ESC 10 CTE Library for LEA use.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Throughout the course of the planning year, LEA's engage in cross-sector partnership planning. Utilizing this tool throughout the planning process will ensure that efforts result in a high-quality Electrical Engineering program which is critical to the economic success of our region. Regular evaluation of the planning process will be completed by intermediary with reports shared at steering committee meetings. The bit.ly/TXWIRED repository will publish results from evaluations as well as meeting minutes, agendas, and the planning calendar. In the event that this evaluation data does not show progress towards the summative SMART goals, the planning will be modified to increase odds of meeting the goals. PROGRAM SUSTAINABILITY: One aspect of program sustainability is qualified teaching staff. Stakeholders will collaborate to develop a professional development training plan for LEA teaching staff to assist them in meeting IHE credentials to become an embedded dual credit faculty employed by their respective LEA. LEA's will complete an annual needs assessment. Stakeholders will collaborate to develop methods of meeting needs with regard to tools and equipment. In the unlikely event that these needs can not be met, the program will be modified to promote sustainability, and ultimately, student success. ACADEMIC REMEDIATION: WIRED has a plan in place to offer EdReady training for students who are unable to meet TSIA criteria on their first and/or second attempt. Additionally, a multi-tiered approach will be implemented for the Spring of 22' to expand remediation efforts for students who have failed to make progress. It is critical for students to meet CCMR criteria in order to take full advantage of the opportunities provided through the WIRED Electrical Engineering Program. ROGRAM SUSTAINABILITY: One aspect of program sustainability is qualified teaching staff. Stakeholders will collaborate to develop a professional development training plan for LEA teaching staff to assist them in meeting Dallas College credentials to become an embedded dual credit faculty employed by their respective LEA. LEAs will complete an annual needs assessment. Stakeholders will collaborate to develop methods of meeting needs with regard to tools and equipment. In the unlikely event that these needs can not be met, program will be modified to promote sustainability, and ultimately, student success.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 CTE Perkins Reserve Program Guidelines, and to adhere to the 2021-2022 CTE Perkins Reserve Formula Grant, which is incorporated by reference.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 CTE Perkins ReserveProgram Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 6. The applicant provides assurance that curriculum will be appropriately aligned to regional labor market supported CTE programs of study including higher education programs of study where applicable.

☒ 7. The applicant provides assurance that they will submit a Memorandum of Understanding (MOU) detailing the relationship between the institute of higher education, the LEA, and business and industry partner(s) within 90 days of the grant start date. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the students.

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9. Program Requirements

1. **Summary of Program** (Focus Area 1): Provide an overview of the program to be planned and designed with grant funds. What pathway will be developed and how will each stakeholder support the pathway planning? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

WIRED Engineering will increase the number of CTE programs of study by expanding the program with a focus on Electrical Engineering. Stakeholders are committed to engaging in monthly convening meetings to align high school courses with college courses in electrical engineering. The goal of developing this program through a regional pathways planning approach includes utilizing the cross-sector partnership assessment tool to guide planning towards a high-quality pathway that will address the critical needs in the regional workforce.
This regional pathways approach will benefit our community by removing barriers that may exist for small, rural LEA's, collaborating with regional partners to provide access and resources for students, and ultimately addressing the critical needs within the workforce area of electrical engineering. Fortunately, we have developed strong industry partnerships with Texas Instruments , Walker Engineering, INTEX, Transfr VR, and many more. The input from industry partners have a significant impact on the direction we will will decide on during the planning year. WIRED Electrical Engineering strongly believes that the planning approach will benefit the community and workforce development efforts in the our region by incorporating the knowledge about labor market needs demonstrated through research with skill development in the specific areas of need as guided by industry partners who are ready to hire trained students. Furthermore, the grant funds will support intermediaries allowing them to expand their capacity to support students, teachers, industry partners, economic development boards in the regional workforce area, and teacher training. Combined, these efforts will encourage the development of an innovative, industry relevant POS that will promote interest in the field of Electrical Engineering for high school students while also supporting career exploration for K-8 students.

2. **Summary of Program** (Focus Area 2): Provide an overview of the program to be implemented with grant funds. What pathway will be implemented and how will each stakeholder support the pathway? In the past, how have stakeholders previously contributed to pathways development in the region? What are the goals of developing this pathway and how does a regional pathways approach benefit your community and workforce development efforts in your region?

N/A

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9. Program Requirements (Cont.)

3. **Program of Study** (Focus Areas 1 and 2): The applicant must identify -- in partnership with all LEAs included in the application, a public institution of higher education, employer partners, and local workforce development board, economic development agency, and/or chamber of commerce -- high-wage and in-demand occupations and TEA approved statewide or regionally approved CTE programs of study that lead to these occupations. Regional labor market information must be included in the application demonstrating how the CTE programs of study were identified. Applicants may use LWDA Labor Market information and resources from TEA to demonstrate labor market alignment. Identify the strategy behind this program of study and what the intended education and career outcomes are.

FA 1 - Region 10 ESC, the LACOC, along with 6 LEAs (Forney, Dallas, Cedar Hill, DeSoto, Duncanville, and Lancaster ISD), Four IHE Partners - Dallas College, University of North Texas, University of Texas Arlington, and Texas A&M Commerce, Industry Partners Texas Instruments and Walker Engineering, and Intermediary Region 10 will collaborate to to develop a regional network of schools aligned with industry needs and certification standards by planning for the implementation of an Electrical Engineering Program of Study in the STEM career area. Implementing a Regional Electrical Engineering POS will assist in meeting and support demands for current and future jobs in the North Central Texas area through the WIRED Engineering program. Area Labor Market Data demonstrates that by 2025 - the number of jobs for electrical engineers in the regional labor market area will grow by almost 14.3% with a median hourly wage of $56.30. The ultimate goal of this program is to meet the workforce needs in our Region and provide students the opportunity to gain knowledge and skills that will prepare them for high-demand, livable wage careers. Intended program outcomes include PK-8 career exploration with a focus on high wage, high demand employment areas, increasing retention of high school students through engaging them in hands-on, real world training, and meeting the needs of the regional workforce by developing trained, future employees.

4. **Intermediary Capacity** (Focus Area 1): The applicant must describe how they will build the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to- convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's plan to increase capacity during the planning year and the plan to provide adequate staff capacity to this grant.

INTERMEDIARIES: The Lavon Area Chamber of Commerce (LACOC) serves 4 communities in a small, rural area of South East Collin County: Lavon, Josephine, Copeville, and Nevada. The capacity of the LACOC to assist in making connections within the local workforce and community will be a asset as we enter into a planning year. The business community of the LACOC promote and protect the interests of its members and are deeply connected to the needs of the community. Additionally, the LACOC provides educational opportunities within the community and maintains the relationships that will be integral to the support in developing a STEM and Manufacturing Program of Study. The LACOC understands how a project of this magnitude could be a life-changer for a small community and its students. Therefore, the organization is prepared to expand it's staff to provide a Industry Partnership Coordinator that will be responsible for convening the cross-sector partnerships during the planning year. ESC 10 understands the power of a cross sector collaboration group for the planning year. Thus, ESC 10 is excited to enter into a planning year with co-intermediary, LACOC. ESC 10 has the capacity to employ a full-time staff member to manage all CTE Perkins Reserve grant requirements, coordinate work-based learning experiences internships/ externships and advanced course work for students and teachers, collect data to evaluate program outcomes, and plan for continuous improvement. This CTE Grant Project Coordinator will also serve as the intermediary partner that will coordinate convening sessions amongst all stakeholders.

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9. Program Requirements (Cont.)

5. **Intermediary Capacity** (Focus Area 2): The applicant must describe the capacity of the designated intermediary organization to carry out the functions related to this role, including -but not limited to -convening cross-sector stakeholders, supporting regional education and workforce development initiatives, working with educators and employers to create work-based learning experiences and place students in them, and collecting data to evaluate program outcomes and plan for continuous improvement. Describe the intermediary partner's existing capacity and plan to provide adequate staff capacity to this grant.

N/A

6. **Crosswalk** (Focus Areas 1 and 2): The applicant must provide, for all pathways a crosswalk that identifies secondary and postsecondary coursework that would be required of a student in the program of study to complete a certificate, at a minimum, or receive an associate degree from the partnering general academic teaching institution(s) within two-years of graduating from high school. The crosswalk should align to the higher education program of study curricula where applicable and demonstrate how the program of study can lead to a post-secondary certification and credentials, up to and including, a bachelor's degree or beyond. For Focus Area 1 applicants, this crosswalk should demonstrate a sample or proposed crosswalk of the pathway that will be developed. For Focus Area 2 applications, this crosswalk should be a likely sequence of courses based on prior planning.

FA 1: The Electrical Engineering Associates Degree program with IHE Partner, Dallas College includes CHEM 1411 General Chemistry I, ENGR 2105 Electrical Circuits I Laboratory, ENGR 1201 Introduction to Engineering, ENGR 2301 Engineering Mechanics - Statics, ENGR 2302 Engineering Mechanics - Dynamics, ENGR 2304 Programming for Engineers, ENGR 2305 Electric Circuits I
ENGR 2308 Engineering Economics, MATH 2414 Calculus II and MATH 2415 Calculus III, along with 30 additional hours of core academic courses across the areas of English, History, etc. Over the course of the planning year, stakeholders will collaborate to finalize a crosswalk and alignment between college and high school courses, along with a 4 year university transfer plan in partnership with University of North Texas, University of Texas at Arlington, and Texas A&M Commerce. Students will clearly understand how to continue post-secondary education to earn a Bachelors degree and a Masters degree. Throughout the program, students will participate in opportunities resulting in stackable credentials such as industry based certifications, certificates, etc., and will be provided with opportunities for work-based learning at every level of their training beginning in the 7th grade.

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9. Program Requirements (Cont.)

7. **Strategic Partnerships** (Focus Areas 1 and 2): Identify regional partnerships and/or initiatives that are aligned to Tri-Agency efforts and are already in place that provide an advantage in developing (focus area 1) or implementing (focus area 2) the proposed pathway(s). Describe how these specific partnerships and/or initiatives will be utilized to strengthen the foundation of their proposed cross-sector work, which is paramount for a regional pathways approach.

FA 1 Intermediary, ESC 10, has regional partnerships and/or initiatives that are aligned to Tri-Agency efforts that are already in place and provide an advantage in implementing the Electrical Program of Study. These include: Dallas College, Membership in the P-16 Council, Metroplex Higher Education Regional Council, Dallas Workforce Investment Board, WECM Advisory Committee, Nat'l Field Services, Shermco Industries, Texas Instruments, Inc., and Walker Engineering. Through the WIRED Repository, bit.ly/TXWIRED, this project will share ongoing efforts to expand awareness of the WIRED program and increase access for all students who can benefit from the opportunities and experiences provided through the program.

Strengthen Foundation of Cross-Sector Work: WIRED Partnerships have been utilized to strengthen the foundation of the program to engage in the planning activity of backwards mapping the 4 year crosswalk aligning high school to college dual credit courses, and compile a list of knowledge and skills that industry partners explain are a necessity in the future success of the engineering industry. Furthermore, our work with Dallas College throughout the course of the planning year will result in the opportunity for students to earn college credit while enrolled in high school resulting in opportunities for multiple exit points such as a level I or II certificate, associates degree, and opportunity to transfer to a 4-year university through the resulting 4-year articulation agreement with University of North Texas and Texas A&M University Commerce. One of the most significant parts of the vision of the regional pathway approach in the WIRED Engineering program includes an intent focus to remove all barriers for students, schools, and teachers. Quite simply, if a student, school, or organization has a need that the WIRED Engineering program can meet, we can and will do so. No barriers; no excuses.

8. **Budget Narrative** (Focus Areas 1 and 2): Describe how the proposed budget will meet the needs and goals of the program --for staffing, supplies and materials, contracts, travel, etc. --in particular, how will funds increase intermediary capacity? If applicable, include a high-level snapshot of funds currently allocated to similar programs. include a short narrative describing how adjustments will be made in the future to meet needs. How will budget funds be allocated to all stakeholders?

FA 1: WIRED will use grant funds to plan for the WIRED Engineering program. ESC 10, Intermediaries, and all stakeholders will complete a needs assessment. Grant funds will be used to supplement state and federal CTE, and Comp Ed funds, to ensure all students have the tools, equipment, and support needed to be successful. WIRED will expand the number of CTE pathways offered at LEAs and ensure students have pathways that span secondary and postsecondary education with the appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by our local industry employers. Area Labor Market Data demonstrates that by 2025 - the number of jobs for electrical engineers in the regional labor market area will grow by almost 14.3% with a median hourly wage of $56.30. The ultimate goal of this program is to meet the workforce needs in our Region and provide students the opportunity to gain knowledge and skills that will prepare them for high-demand, livable wage careers. The grant budget will specifically address the needs of this program to engage and collaborate with any interested LEA, and provide teacher/student support to meet program outcomes. Furthermore, a portion of the grant budget will assist intermediary in building capacity to effectively manage strategic priorities, attend TRPN convening, effectively communicate with all stakeholders and ensure equitable distribution to LEAs. Finally, 50% of grant funds will be devoted to implementation of a mobile lab focused on Electrical Engineering, Texas Instruments Lab Equipment, and design.

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9. Program Requirements (Cont.)

9. **Current Pathways** (Focus Area 2): What pathways work currently exists in your region and which stakeholders participate? How does the current work align with the Texas Regional Pathway's Network seven components of a pathway?

N/A

10. Use of Funds (Focus Area 2): How will grant funds be used to: a) increase the number of students in the existing pathway? b) **AND/OR** increase participating LEAs (and other partners, as appropriate) partnering to provide at least one TEA approved statewide or regional CTE program of study? **c) AND/OR** expand the number of CTE programs of study that span secondary and postsecondary education and include an appropriate sequence of courses that are aligned with high-wage and in-demand occupations identified by the local regional workforce board? Applicants may use LWDA Labor Market Information and resources from TEA to demonstrate labor market alignment. (Note: 2020-21 Perkins Reserve grantees who received Focus Area 1 [planning] grants should describe how they will implement pathways based on this year's planning efforts instead of describing how they will increase the number of students participating in pathways.)

N/A

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

◉ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

○ Yes ◉ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

○ Yes ◉ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	CTE Grant Project Coordinator	$30,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Intermediaries Contracts	$20,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Computer Science and Adv. Manufacturing Mobile Lab Supplies	$50,000
12.		
13.		
14.		

Other Operating Costs

15.	TRPN Convening	$5,600
16.	Teacher Training	$30,000
17.		

Capital Outlay

18.	Enclosed Mobile Lab	$50,000
19.		
20.		

Direct and indirect administrative costs:	$14,329
TOTAL GRANT AWARD REQUESTED:	$199,929

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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